



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12301612
SAU: MSAD 36
School: Livermore Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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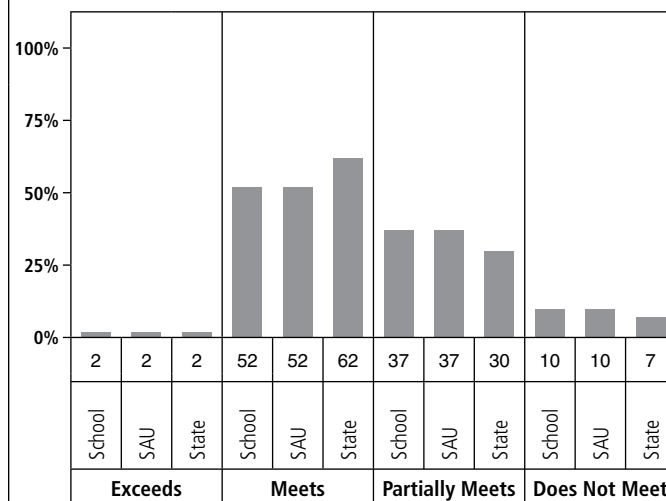
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 36
School: Livermore Elementary School

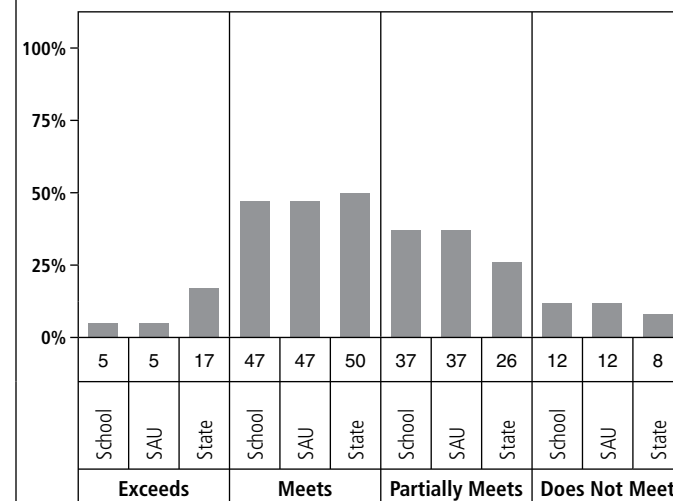
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	346	346	345
2006–2007	343	342	345
2007–2008	343	343	344
Cum. Avg. *	344	344	345
Mathematics			
2005–2006	345	345	344
2006–2007	343	343	347
2007–2008	342	342	347
Cum. Avg. *	343	343	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 36
 School: Livermore Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	63	100	63	100	13803	100	63	100	63	100	13714	99	63	100	63	100	13710	99												
Ethnicity African American/Black	1	2	1	2	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	2	3	2	3	162	1	2	100	2	100	158	98	2	100	2	100	159	98												
Caucasian/White	60	95	60	95	12916	94	60	100	60	100	12846	100	60	100	60	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	19	12	19	2358	17	12	100	12	100	2333	99	12	100	12	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	37	59	37	59	5584	40	37	100	37	100	5535	99	37	100	37	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	46	73	46	73	10650	77	46	73	46	73	10678	77												
Identified disability (PET/IEP)	4	9	4	9	475	4	4	9	4	9	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	14	22	14	22	2936	21	14	22	14	22	2911	21												
Identified disability (PET/IEP)	5	36	5	36	1735	59	5	36	5	36	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	9	64	9	64	986	34	9	64	9	64	958	33												
Participation through alternate assessment (PAAP)	3	5	3	5	123	1	3	5	3	5	121	1												
Identified disability (PET/IEP)	3	100	3	100	123	100	3	100	3	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	3	4	3	4	352	3
	2006-2007	1	1	1	1	332	2
	2007-2008	1	2	1	2	227	2
	Cum. Total*	5	2	5	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	49	66	49	66	8641	62
	2006-2007	34	49	34	48	8691	63
	2007-2008	31	52	31	52	8403	62
	Cum. Total*	114	56	114	56	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	19	26	19	26	3671	27
	2006-2007	29	41	29	41	3781	27
	2007-2008	22	37	22	37	4018	30
	Cum. Total*	70	34	70	34	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	3	4	3	4	1163	8
	2006-2007	6	9	7	10	1021	7
	2007-2008	6	10	6	10	938	7
	Cum. Total*	15	7	16	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	25.9	56.3	25.9	56.3	27.6	60.0
Literary Text	23	50	13.7	59.6	13.7	59.6	14.1	61.3
Informational Text	23	50	12.2	53.0	12.2	53.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 36
 School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	1	2	31	52	22	37	6	10	343	60	2	52	37	10	343	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	2										2						158	1	52	36	11	342
Caucasian/White	57	1	2	30	53	21	37	5	9	343	57	2	53	37	9	343	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	4	44	3	33	335	9	0	22	44	33	335	2210	0	32	48	20	338
No	51	1	2	29	57	18	35	3	6	344	51	2	57	35	6	344	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	60	1	2	31	52	22	37	6	10	343	60	2	52	37	10	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	35	0	0	15	43	14	40	6	17	340	35	0	43	40	17	340	5450	1	49	39	11	341
No	25	1	4	16	64	8	32	0	0	347	25	4	64	32	0	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	60	1	2	31	52	22	37	6	10	343	60	2	52	37	10	343	13581	2	62	30	7	344
Gender																						
Female	29	1	3	16	55	10	34	2	7	344	29	3	55	34	7	344	6567	3	65	27	5	345
Male	31	0	0	15	48	12	39	4	13	341	31	0	48	39	13	341	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	0	37	49	14	339
No	60	1	2	31	52	22	37	6	10	343	60	2	52	37	10	343	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	60	1	2	31	52	22	37	6	10	343	60	2	52	37	10	343	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 36
 School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	100	0	0	0	0	347	3	0	100	0	0	347	6	0	43	39	18	340
B. less than one hour	68	1	3	21	53	14	35	4	10	344	68	3	53	35	10	344	79	2	65	28	5	345
C. one to two hours	17	0	0	7	70	3	30	0	0	344	17	0	70	30	0	344	12	2	60	31	7	344
D. more than two hours	12	0	0	1	14	4	57	2	29	336	12	0	14	57	29	336	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	51	0	0	13	43	14	47	3	10	341	51	0	43	47	10	341	29	3	62	28	7	345
B. They match some of what I have learned.	32	1	5	13	68	5	26	0	0	347	32	5	68	26	0	347	48	2	67	27	4	345
C. They match just a little of what I have learned.	7	0	0	3	75	1	25	0	0	346	7	0	75	25	0	346	15	1	56	34	9	343
D. There is no match.	10	0	0	2	33	1	17	3	50	336	10	0	33	17	50	336	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	1	6	8	47	7	41	1	6	345	29	6	47	41	6	345	42	3	67	24	6	346
B. good	60	0	0	21	60	11	31	3	9	343	60	0	60	31	9	343	46	1	62	32	5	344
C. fair	5	0	0	1	33	2	67	0	0	340	5	0	33	67	0	340	10	0	48	42	10	341
D. poor	5	0	0	1	33	1	33	1	33	337	5	0	33	33	33	337	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	43	0	0	11	44	11	44	3	12	341	43	0	44	44	12	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	50	1	3	17	59	9	31	2	7	345	50	3	59	31	7	345	57	2	68	26	4	346
C. easier than my regular schoolwork	7	0	0	2	50	1	25	1	25	342	7	0	50	25	25	342	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	29	0	0	8	47	7	41	2	12	341	29	0	47	41	12	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	52	0	0	17	57	12	40	1	3	344	52	0	57	40	3	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	19	1	9	6	55	1	9	3	27	345	19	9	55	9	27	345	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	24	1	7	8	57	4	29	1	7	345	24	7	57	29	7	345	19	3	65	27	6	346
B. 20 minutes to an hour	61	0	0	15	42	17	47	4	11	342	61	0	42	47	11	342	47	2	68	25	5	346
C. less than 20 minutes	2	0	0	1	100	0	0	0	0	346	2	0	100	0	0	346	19	1	56	35	8	343
D. I rarely read at home.	14	0	0	7	88	0	0	1	13	344	14	0	88	0	13	344	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	5	36	6	43	3	21	339	25	0	36	43	21	339	28	1	56	33	9	343
B. six to ten pages	32	0	0	12	67	5	28	1	6	344	32	0	67	28	6	344	23	1	63	29	7	344
C. eleven or more pages	43	1	4	12	50	9	38	2	8	344	43	4	50	38	8	344	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 36
School: Livermore Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	4	3	4	1295	9
	2006-2007	6	8	6	8	1985	14
	2007-2008	3	5	3	5	2277	17
	Cum. Total*	12	6	12	6	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	46	62	46	62	6852	49
	2006-2007	31	44	31	43	6990	51
	2007-2008	28	47	28	47	6764	50
	Cum. Total*	105	51	105	51	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	18	24	18	24	4081	29
	2006-2007	26	37	26	36	3673	27
	2007-2008	22	37	22	37	3504	26
	Cum. Total*	66	32	66	32	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	7	9	7	9	1638	12
	2006-2007	8	11	9	13	1193	9
	2007-2008	7	12	7	12	1044	8
	Cum. Total*	22	11	23	11	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.9	52.7	7.9	52.7	9.2	61.3
Cluster 2: Shape and Size	14	29	9.6	68.6	9.6	68.6	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.7	54.0	2.7	54.0	3.2	64.0
Cluster 4: Patterns	14	29	8.2	58.6	8.2	58.6	9.0	64.3

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 36
 School: Livermore Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	60	3	5	28	47	22	37	7	12	342	60	5	47	37	12	342	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	2										2						159	6	50	31	13	342
Caucasian/White	57	3	5	28	49	20	35	6	11	342	57	5	49	35	11	342	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	3	33	4	44	329	9	0	22	33	44	329	2208	6	35	37	21	338
No	51	3	6	26	51	19	37	3	6	344	51	6	51	37	6	344	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	60	3	5	28	47	22	37	7	12	342	60	5	47	37	12	342	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	35	0	0	14	40	14	40	7	20	338	35	0	40	40	20	338	5452	9	45	33	12	343
No	25	3	12	14	56	8	32	0	0	347	25	12	56	32	0	347	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	60	3	5	28	47	22	37	7	12	342	60	5	47	37	12	342	13584	17	50	26	8	347
Gender																						
Female	29	1	3	13	45	12	41	3	10	340	29	3	45	41	10	340	6565	15	49	27	8	347
Male	31	2	6	15	48	10	32	4	13	343	31	6	48	32	13	343	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	5	39	41	15	339
No	60	3	5	28	47	22	37	7	12	342	60	5	47	37	12	342	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	60	3	5	28	47	22	37	7	12	342	60	5	47	37	12	342	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 36
School: Livermore Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	50	1	50	0	0	0	0	362	3	50	50	0	0	362	6	9	40	33	18	340
B. less than one hour	68	2	5	22	55	12	30	4	10	343	68	5	55	30	10	343	79	18	52	24	6	348
C. one to two hours	17	0	0	3	30	6	60	1	10	341	17	0	30	60	10	341	12	16	48	27	8	347
D. more than two hours	12	0	0	2	29	3	43	2	29	332	12	0	29	43	29	332	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	2	8	12	46	9	35	3	12	344	44	8	46	35	12	344	37	22	50	22	6	350
B. They match some of what I have learned.	42	1	4	14	56	9	36	1	4	344	42	4	56	36	4	344	46	16	53	25	6	348
C. They match just a little of what I have learned.	14	0	0	2	25	3	38	3	38	328	14	0	25	38	38	328	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	3	14	8	38	6	29	4	19	343	38	14	38	29	19	343	39	25	48	20	7	350
B. good	40	0	0	12	55	8	36	2	9	342	40	0	55	36	9	342	46	14	52	27	7	347
C. fair	16	0	0	5	56	4	44	0	0	342	16	0	56	44	0	342	12	8	49	35	9	343
D. poor	5	0	0	2	67	1	33	0	0	341	5	0	67	33	0	341	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	2	14	5	36	6	43	1	7	343	24	14	36	43	7	343	17	7	41	35	17	340
B. about the same as my regular schoolwork	56	1	3	17	52	13	39	2	6	343	56	3	52	39	6	343	59	18	53	24	5	349
C. easier than my regular schoolwork	20	0	0	6	50	2	17	4	33	336	20	0	50	17	33	336	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	0	0	7	41	6	35	4	24	336	29	0	41	35	24	336	32	13	47	30	10	345
B. two or three days a week	19	0	0	4	36	7	64	0	0	342	19	0	36	64	0	342	30	20	52	23	5	349
C. two or three times each month	31	1	6	11	61	4	22	2	11	346	31	6	61	22	11	346	19	20	53	21	6	350
D. never or almost never	21	2	17	5	42	4	33	1	8	344	21	17	42	33	8	344	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	1	20	3	60	1	20	333	8	0	20	60	20	333	7	5	34	40	20	338
B. two or three days a week	8	0	0	2	40	0	0	3	60	334	8	0	40	0	60	334	18	15	50	27	8	346
C. two or three times each month	27	1	6	8	50	7	44	0	0	345	27	6	50	44	0	345	28	21	53	21	4	350
D. never or almost never	56	2	6	17	52	11	33	3	9	343	56	6	52	33	9	343	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	19	0	0	5	45	4	36	2	18	339	19	0	45	36	18	339	16	8	42	36	13	342
B. 30–45 minutes	42	1	4	13	52	7	28	4	16	341	42	4	52	28	16	341	30	14	53	26	7	347
C. 45–60 minutes	36	2	10	9	43	9	43	1	5	345	36	10	43	43	5	345	32	22	51	22	5	350
D. more than 60 minutes	3	0	0	1	50	1	50	0	0	334	3	0	50	50	0	334	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	326	100	0	0	100	0	326						
D.	0										0											